

Roles and Responsibilities: Resources Question Unifying Ideas

- A. Create incentives for teachers, principals, and administrators to perform well. Reward excellent performance across the board, through incentives designed to motivate improvement by individuals, schools, complexes, and the entire system. Create system of allocating school resources that does not just target poorly performing schools, but which rewards improving schools.
- B. Improve the performance and professional knowledge of Hawaii's public school teachers and administrators by supporting professional development and enabling educators and school officials to effectively update their skills. Provide skilled support staff to further enhance the performance of educators and allow them to concentrate on instruction. Enhance current efforts to ensure that only licensed, qualified individuals are in all classrooms statewide.
- C. Improve technology that is used to gather student and system data. Encourage and enable the involvement of parents in their children's education and their children's schools. Enhance student learning by providing the basic environment and tools necessary to succeed**

RESOURCES FOR PERFORMANCE; PROVIDING INCENTIVES

- I. Create incentives for teachers, principals, and administrators to perform well. Reward excellent performance across the board, through incentives designed to motivate improvement by individuals, schools, complexes, and the entire system. Create system of allocating school resources that does not just target poorly performing schools, but which rewards improving schools.
- II. Encourage improved performance by:
 - A. Providing performance incentives to all teachers at improving schools as a whole.
 - B. Providing performance incentives to principals at improving schools
 - C. Providing performance incentives to administrators for improving complexes
 - D. Providing incentives to Superintendent for improved system performance
 - D. Providing incentives that draw experienced teachers to hard-to-fill positions

Improve allocation of resources by rewarding improving performance, not just targeting funding to poorly performing schools

- III. Teachers, principals, complex administrators, and the superintendent are asked to improve our ailing schools, but unlike almost any business, there are no incentives built into the system for them to improve their performance. *No Child Left Behind* demands significant performance achievements from those who run Hawaii's schools, but there is nothing to motivate these achievements.

Schools in remote areas or which are faced with other factors that make them less popular destinations for teachers and administrators are often difficult to improve, because the least experienced personnel are often sent there. There need to be rewards for taking on these challenging hard-to-fill positions to draw individuals with more experience to these jobs.

The allocation of resources to schools is generally based solely on need. Because of this, schools that perform poorly are often the ones that receive the highest priority for receiving additional supplies, infrastructure, and funding. While schools in need should receive assistance, there should also be a system in place to reward improvement by schools—even those which already generally perform at a high level.

- IV. Incentives need to be designed to be equitable and non-divisive. All teachers at an improving school should be compensated for their school's improved performance to ensure that they do not become competitive or proprietary among their peers. Incentives also need to be designed that are non-monetary in nature and which can be provided at a minimum cost, yet are still meaningful.

IMPROVING TEACHER AND ADMINISTRATOR QUALITY

- I. Improve the performance and professional knowledge of Hawaii's public school teachers and administrators by supporting professional development and enabling educators and school officials to effectively update their skills. Provide skilled support staff to further enhance the performance of educators and allow them to concentrate on instruction. Enhance current efforts to ensure that only licensed, qualified individuals are in all classrooms statewide.
- II. Ensure that schools are staffed with qualified, licensed personnel by:
 - A. Providing funding for adequate numbers of high-quality school-level administrators.
 - B. Providing access to and funding for professional development for teachers, including staff coverage while training is taking place
 - C. Providing reimbursements for teachers seeking advanced degrees, provided that reimbursements are awarded only if service requirements are fulfilled
 - D. Providing training to teachers allowing them to identify and assist potential "special needs" students before they fall behind.
 - E. Establish alternative certification program allowing for instructors without teaching degrees to serve in public schools on a non-tenured basis, with compensation and continued employment based solely on performance.
 - F. Providing principals with funding and enhanced autonomy to hire teachers/staff
 - G. Providing adequate levels of support staff to enable teachers, principals, and other personnel to concentrate on issues of instruction and curriculum development

- III. Currently, shortages of teachers and school administrators keep the Department of Education from being able to concentrate on placing the highest-quality personnel in the schools, who are licensed, qualified, and who consistently seek to improve their skills. Providing resources for professional development and enabling creative solutions such as alternative certification programs can help alleviate shortages and upgrade staff expertise.

While some professional development is available, as mandated by accountability requirements, teachers and administrators are not given the true resources to improve their skills, including the time to do so.

Providing more and better qualified support staff will also enable teacher and administrators to be less burdened by paperwork and logistics and use their skills to concentrate on instruction.

- IV. While it is nearly inevitable that most of these measures will require significant monetary investment, it is at least as critical that attitudes that currently restrict teacher and administrator development be left behind. Status quo thinking must be replaced with creativity, the desire for self-improvement, and most importantly, the attitude from educational leadership that while improvement is expected, every support will be provided to ensure that teachers, principals, and others are guided carefully through this process.

ENHANCING TECHNOLOGY AND PARENTAL INVOLVEMENT; IMPROVING THE LEARNING ENVIRONMENT

- I. Improve technology that is used to gather student and system data. Encourage and enable the involvement of parents in their children's education and their children's schools. Enhance student learning by providing the basic environment and tools necessary to succeed.
- II. Support educational stakeholders by:
 - A. Upgrading technology systems so that information may be gathered, input, shared, and accessed more readily
 - B. Creating an attractive, comfortable, and safe learning environment for teachers and students
 - C. Requiring employers to give parents time to attend parent-teacher conferences and/or volunteer at schools
 - D. Providing all basic supplies for students

- III. Enhanced technology will assist all members of the public education system from teachers to the BOE. Student and performance information should be instantly available as necessary to make critical decisions regarding students, or strategic decisions relating to schools, complexes, or the entire system.

A proper learning environment enables students to concentrate on learning and teachers to concentrate on teaching. Unattractive or uncomfortable classrooms make learning nearly impossible.

Parent involvement is critical to student success, as well as the success of a school in general. Parents cannot remain informed of the performance and needs of their children without regular communication with teachers. Not allowing parents to attend teacher conferences can be a severe detriment to student performance.

Students, especially those from low-income families cannot be expected to learn if there are not adequate supplies available to them. Students who are forced to share books cannot be expected to perform even the most basic homework.

- IV. Technology upgrades, classroom improvements, and school supplies, in most cases, will simply require more funding. However, enacting measures that enable community involvement in the schools can allow communities to facilitate school improvement or provide school supplies at a much cheaper rate than through normal channels. Reducing red tape that restricts parental, business, and community involvement can help to fill some of the resource gaps for schools. In addition, a law could be passed requiring employers to provide paid or unpaid leave to parents who need to attend a teacher conference or who wish to volunteer at a public school.